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| **Teacher A:** | Marshon Harris      | **Week of:** |      September 11th-15th, 20203 |
| **Inclusion Teacher:** |       | **Subject:** | Functional Skills |

|  | **TEM Indicator(s)** |  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
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| **Know and Understand** | **T1, T3** | **Content Area Standard(s)/SPI(s):**  |       |       |       |       |       |
| **Measurable****Objectives:***What will the student be able to do after the day’s lesson? The objective must be measurable. (e.g. I can…)* | SWBAT strategically complete various work task for daily living and employment.  |       SWBAT strategically complete various work task for daily living and employment. |       SWBAT strategically complete various work task for daily living and employment. |     SWBAT strategically complete various work task for daily living and employment.    |     SWBAT strategically complete various work task for daily living and employment.    |
| **Complex Text:***What text will you be using to deliver the grade-level content?* | MSCS Project Search Checklist. |       MSCS Project Search Checklist. |       MSCS Project Search Checklist. |       MSCS Project Search Checklist. | . |
| **T1, T7** | **Bell Work/ Do Now:***How will you connect prior knowledge using tasks (e.g. ACT / TNReady / EOC questions, Tiger Tasks)*  | SWBAT recite a common work task for daily living and/or employment.  |    SWBAT recite a common work task for daily living and/or employment.     |      SWBAT recite a common work task for daily living and/or employment.   |      SWBAT recite a common work task for daily living and/or employment.   |    SWBAT recite a common work task for daily living and/or employment.     |
| **I Do** | **T2, T7** | **Introduction to the****Lesson:** *How will you introduce the day’s lesson to the students?*  |      I will explain and model the task to students as work done in the and/or on a job.  |        I will explain and model the task to students as work done in the and/or on a job.     |         I will explain and model the task to students as work done in the and/or on a job.    |          I will explain and model the task to students as work done in the and/or on a job.   |           I will explain and model the task to students as work done in the and/or on a job.  |
| **We Do** | **T2, T7** | **Guided Practice:***(Teacher-led Instruction)**How will you lead the students through the steps necessary to perform the skill emphasized during the day’s initial learning?* | The students will perform the task with support from the teacher. | The students will perform the task with support from the teacher. |    The students will perform the task with support from the teacher.    |     The students will perform the task with support from the teacher.   |      The students will perform the task with support from the teacher.  |
| **They Do** | **T4, T7** | **Small Group:***(Student-centered**learning)**What instructional strategies will be utilized to accommodate all levels of learners?* *(e.g. differentiated**tasks for Tier 2 and Tier 3 students)* | Students will practice the task in small groups.  |      Students will practice the task in small groups.   |     Students will practice the task in small groups.    |      Students will practice the task in small groups.   |       Students will practice the task in small groups. |
| **You Do** | **T4, T5, T6** | **Independent****Practice:** *What will students be able to do on their own from the day’s lesson without assistance? (e.g. classwork, homework, and/or assessment)* | Students will demonstrate their mastery of the targeted task. | Students will demonstrate their mastery of the targeted task. |   Students will demonstrate their mastery of the targeted task.     |     Students will demonstrate their mastery of the targeted task.   |     Students will demonstrate their mastery of the targeted task.   |
|  | **T1, T6, T7** | **Closure:***What will be done to check for student mastery of the day’s learning? (e.g. exit tickets, assessment)*  |      Students will share their knowledge/understanding of their task with peers.  |      Students will share their knowledge/understanding of their task with peers.  |      Students will share their knowledge/understanding of their task with peers.  |      Students will share their knowledge/understanding of their task with peers.  |      Students will share their knowledge/understanding of their task with peers.  |